March - Lesson Plan Grades 2-3

EATSMART. PLAYHARD.



Objectives

Learn why breakfast is important.

Learn how to make healthful choices for breakfast.

Supplies Needed

March
Pick a **better** snack™ &
ACT bingo card

2nd Grade – "What Do You Do For Breakfast?" worksheet

3rd Grade – "Be An All-Star" worksheet

Note to Teachers

In the fall lessons, Pick a **better** snack[™] the Color Way was the key message. For the winter lessons, MyPyramid was the key message. For the months of March through May, the focus will be on the Eat Smart. Play Hard. [™] campaign, as well as the Pick a **better** snack[™] and **Act** fruit, vegetable and physical activity lessons.

The Eat Smart. Play Hard. ™ campaign was developed by Food and Nutrition Services of the United States Department of Agriculture. Eat Smart. Play Hard. ™ is about making America's children healthier. It offers practical suggestions that will help motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard. ™ campaign messages and materials are fun for children and informative for caregivers.

The Power Panther™ is the spokes-character for the Eat Smart. Play Hard. ™ campaign. The Power Panther™ is proud to be very fast and physically fit. He can jump as high and as long as a tractor-trailer and can climb the tallest trees. He's also a great swimmer and hiker. The Power Panther™ loves to walk, run or bike most days of the week. He can cover 20 miles a day!

Because the Power Panther[™] plays hard everyday, he needs to keep his energy level up. He eats smart and uses MyPyramid as a guide. The Power Panther[™] eats a variety of fruits, vegetables, and whole grain foods. He hopes boys and girls everywhere will make healthy food choices and be physically active! (Adapted from www.fns.usda.gov)

The focus of Eat Smart. Play Hard. ™ will change each month.

March Power Up With BreakfastApril Pack up Your Snacks and Go

May Move More. Sit Less. And Balance Your Day.

Background - Power Up With Breakfast

Breakfast "breaks the fast" from sleeping overnight. Everyone needs a healthy breakfast to provide adequate energy and nutrients. Breakfast provides nutrients children

EATSMART, PLAYHARD,

need to grow and develop. Breakfast should supply onefourth of the total nutrition requirements for the day.

Children do better in school and are more alert when they eat breakfast. People who eat breakfast have longer attention spans and perform better on tasks that require memory skills.

Children feel good and complain less of headaches and stomachaches from being hungry. Children who eat breakfast miss fewer days of school and are late less often.

Sometimes children don't eat breakfast if they sleep too late or they think it's a way to eat less. Children who **don't** eat breakfast tend to eat more calories in a day.

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.fruitsandveggiesmorematters.org www.mypyramid.gov/kids/index.html www.fns.usda.gov/eatsmartplayhard

(For a downloadable breakfast poster, go to Power Pac, and then to posters.)

Do the Activity: 2nd Grade

Hand out the "Be an All Star" worksheet to each student. Have the students find the breakfast foods in the Food Find picture, using the identified items below the picture. Review Food and Find answers with students.

3rd Grade

Distribute the "What do you do for breakfast?" crossword puzzle.

Talk It Over: 2nd Grade

What are the benefits of eating breakfast? (do better in school, more alert, more creative, increased attention span, increased memory, less headaches, less stomachaches, miss fewer days from school, are late less often, provides the energy and nutrients kids need to grow and develop)

Review student answers from their favorite breakfast items.

Discuss other breakfast options. Include non-traditional breakfast foods.

Rice pudding using leftover rice, low-fat yogurt, dried fruit, nuts, and cinnamon.

Pita pizza – fill pita bread with low-fat cheese, cooked lean meat, and vegetables and heat in microwave.





EATSMART. PLAYHARD.

Egg burrito – fill a soft flour tortilla with scrambled eggs, boiled potato, refried beans, or salsa. Sandwich roll-up – try peanut butter and banana on a flour tortilla.

Fruit salad – mix fruit with yogurt or cottage cheese. Hot fruit – top canned or fresh fruit with brown sugar and nuts and heat in oven or microwave.

Banana dog – peanut butter, a banana, and raisins in a long, whole grain bun.

Leftovers – macaroni and cheese with juice, slice of pizza, etc.)

3rd Grade

Discuss other breakfast options. Include non-traditional breakfast foods. (Breakfast ideas listed above in 2nd Grade portion of Talk It Over.)

Have the students tried the breakfast foods listed?

Apply:

Review the March bingo card. Discuss the featured fruits and vegetables. (Raisins, celery, cabbage, cauliflower)

Can these foods be eaten for breakfast? (Yes. Raisins make an on-the-go breakfast or could be eaten in cereal or oatmeal. Celery sticks could have peanut butter and raisins inside. Think outside of the box: shredded cabbage could be used in breakfast tacos. Orange juice, or any 100% juice, is included on the bingo card each month.)

Remind the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it.

On the back of the Pick a **better** snack[™] & **ACT** bingo card for each month, there is information for parents and/or grandparents. Encourage students to take the bingo card home and ask their family members to pick out a snack idea to try at home. Remind the students that the back of the card has information about snacks for March.





EATSMART. PLAYHARD.

Extended Activities



Art, Music & PE

Make a newspaper collage of healthy foods that would make a good breakfast.



Language Arts & Reading

Make a book with the class. Have each student create a page: "Why I should eat a healthy breakfast..."



Math

Do a survey of the class to find out who ate breakfast and who did not. Place the results in a table form on a transparency or blackboard. (See Science and Health Lesson Extender)



Science & Health

Make inquiries of the class throughout the day to find out the effects of eating/not eating breakfast. Display for the class on the table listed under the Math Lesson Extender.



Social Studies

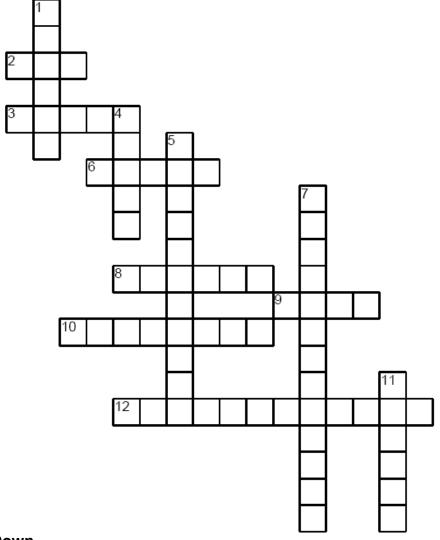
See Language Arts and Reading Lesson Extender. Ask students the following questions: What is your healthy breakfast made of? Where are the foods grown? Where are these foods eaten other than lowa?







What Do You Do For Breakfast?



Across

- 2. Best for you when eaten boiled, poached or scrambled in a non-stick pan.
- 3. Try many varieties of this breakfast food; fresh or frozen varieties are best.
- 6. Round, with a hole in the middle, these can be plain or flavored.
- 8. The best choices of this dairy food are low-fat varieties.
- 9. This dairy food is pasteurized, homogenized and refrigerated.
- 10. Round and flat, these are often served with black beans and melted cheese.
- 12. A good source of protein, this breakfast food goes well with jelly.

Down

- 1. You'll get calcium from this dairy product that includes enzymes.
- 4. Try this food from the grain group made from rye, wheat or oats.
- 5. This food might be "left-over" from supper, try it warm or cold.
- 7. These can be used to make a breakfast pizza, or a cheese sandwich.
- 11. A good source of fiber and vitamins, this food from the grain group can be served hot or cold.

Word Bank

Bagel Cereal Cheese

Egg

English Muffin

Fruit

Milk

Peanut Butter

Toast

Tortilla Veggie Pizza

Yogurt

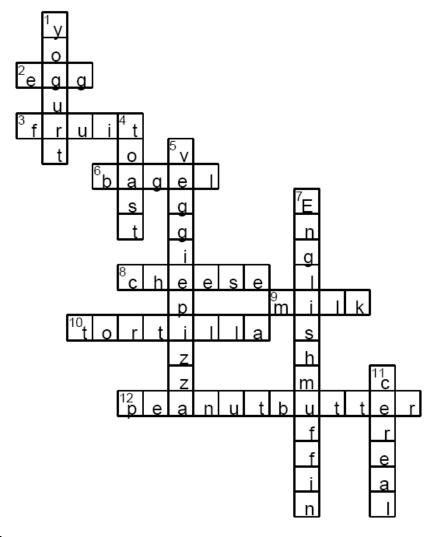
Adapted from: Kansas State Department of Education, http://www.powerpanther.org/ppp_imp_manual2005/K-Chapter_3-Wk7-TS.pdf







What Do You Do For Breakfast? Solution



Across

- 2. Best for you when eaten boiled, poached or scrambled in a non-stick pan.
- 3. Try many varieties of this breakfast food; fresh or frozen varieties are best.
- 6. Round, with a hole in the middle, these can be plain or flavored.
- 8. The best choices of this dairy food are low-fat varieties.
- 9. This dairy food is pasteurized, homogenized and refrigerated.
- 10. Round and flat, these are often served with black beans and melted cheese.
- 12. A good source of protein, this breakfast food goes well with jelly.

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Word Bank

Bagel Cereal

Cheese

Egg

English Muffin

Fruit Milk

Peanut Butter

Toast Tortilla

Veggie Pizza

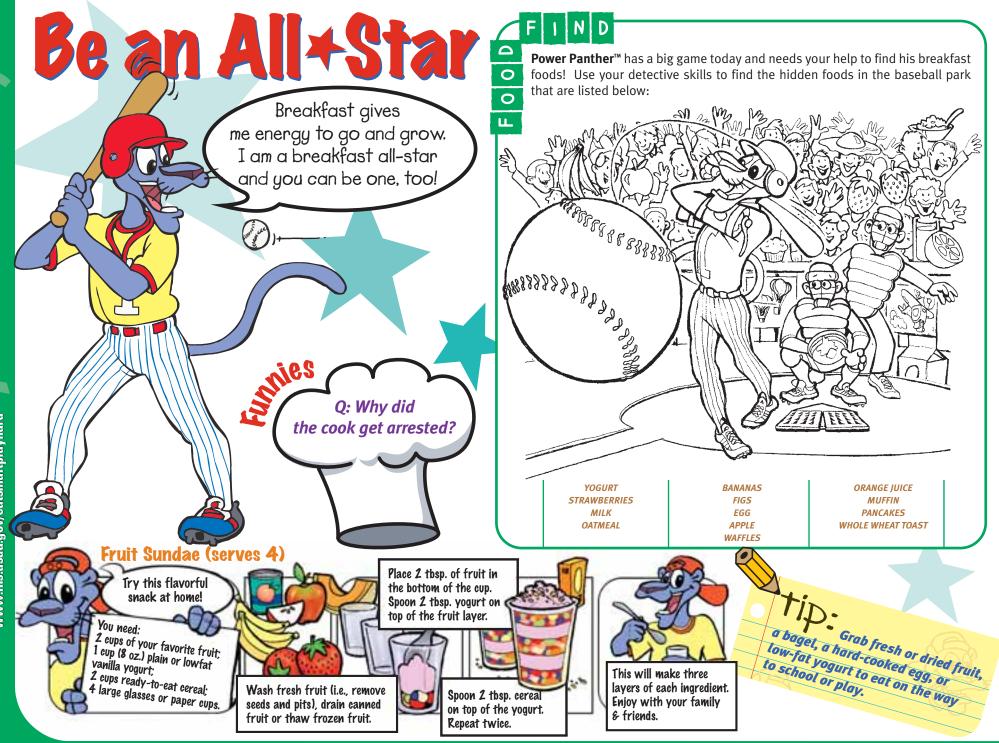
Yogurt

Adapted from: Kansas State Department of Education, http://www.powerpanther.org/ppp_imp_manual2005/K-Chapter_3-Wk7-TS.pdf









March - Lesson Plan Grades 2-3

PHYSICAL ACTIVITY



Objectives

Know that warming up is an important part of physical activity.

Learn easy ways to stretch to reduce the risk of injury.

Supplies Needed

March
Pick a **better** snack[™] & **ACT**bingo card

Spaghetti Noodles – cooked & uncooked

Background

Physical activity is important to keep the heart and other muscles strong. Physical fitness has several components such as cardiorespiratory, strength and flexibility. In February the students learned about the importance of increasing the heart rate to have a strong cardiovascular system. In March the focus will be on increasing flexibility and the importance of warming up prior to being active.

It is equally important to have strong muscles that can work forcefully over a period of time and be flexible enough to have a full range of motion at the joint. Flexibility is the ability to move a joint thought its complete range of motion. Injuries are often the result of muscle imbalance at a specific joint; the muscles on one side may be much stronger than the opposing muscles or the muscles may not be flexible enough to allow complete motion or to let sudden motion occur. (Fitnessgram)

When you begin to exercise, your cardiovascular and muscular systems are stimulated. Muscles contract and, to meet their increasing demands for oxygen, heart rate, blood flow, cardiac output and breathing rate increase. Blood moves faster through arteries and veins, and is gradually routed to working muscles. Blood temperature rises and oxygen is released more quickly, raising the temperature of the muscles.

A gradual warm-up does the following:

- Leads to efficient calorie burning by increasing core body temperature
- Produces faster, more forceful muscle contractions
- Enables the body to deliver oxygen to the working muscles more quickly
- Prevents injuries by improving the elasticity of muscles
- Allows activity to be comfortable longer because all energy systems are able to adjust to exercise, preventing the buildup of lactic acid ("the burn" you feel in your muscles) in the blood
- · Improves joint range of motion

PHYSICAL ACTIVITY

The warm-up should consist of two phases: 1) progressive aerobic activity that utilizes the muscles you will be using during activity, and 2) flexibility exercises. Choose a warm-up activity that allows gradual transitioning into activity. A basic guideline is to work at a level that produces a small amount of perspiration, but doesn't leave you feeling fatigued.

After the aerobic warm-up activity, flexibility/stretching should be incorporated. Stretching muscles after warming them up with low-intensity aerobic activity will produce a better stretch. The rise in muscle temperature and circulation increases muscle elasticity, making it more pliable. Be sure to choose flexibility exercises that stretch the primary muscles you will be using during your workout.

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov/kids/index.html

Do the Activity:

Begin by explaining to students the benefits and importance of warming up and stretching. Have they ever done so before? Most likely they have previously discussed and participated in a warm up and stretching in physical education class. Do they know what flexibility is? (It may be appropriate to ask the physical education instructor to make a guest appearance for this lesson, or to provide any insight or technical assistance.)

Show the students a bowl of uncooked spaghetti noodles. Have the students feel the hard noodles, and how they break if bent. This is similar to muscles that have not warmed up. Then show the students a bowl of cooked spaghetti noodles. Have the students feel how easily they bend and move. These noodles are similar to muscles that have warmed up.

In February students learned about their heart rate increasing. A warm-up gradually increases the heart rate. Even simple warm-ups increase the heart rate, and increase blood flow pumping though the body.

Take the students through a mini warm-up. Have them march at their desks, walk around the room or their desks for a few minutes. Then **slowly** lead them in some child friendly warm-ups and stretches.

 Half-Neck Circles - Smoothly and slowly roll head to the left, back to the front, then to the right. Repeat 10 times.
 (Do not let students roll their necks back on their spines.)





PHYSICAL ACTIVITY

- Shoulder Shrugs With arms at side, alternate lifting shoulders to the ears and then dropping them as low as possible. Do one shoulder at a time and repeat with the other shoulder. Repeat 10 times with each shoulder.
- Arm Circles Stand with feet comfortably apart, arms held up and out stiffly to the sides. Circle arms forward and backwards, making small and large circles. Keep elbows locked as this allows the muscles to work more. Repeat several times.
- Side Bends With left hand on waist and right hand overhead, bend to the left. Hold for 5 seconds.
 Repeat with the other side. Repeat five times with each side.

Encourage students to students to come up with their own simple warm-up ideas.

Talk It Over:

Ask the students:

What muscles did you warm up and stretch out today? Why is it important to warm-up muscles before stretching or doing a lot of activity? (*To increase blood flow*) Why is stretching important for our muscles? (*To increase flexibility*)

Note: March lessons also include Power Panther, Eat Smart and Play Hard messages. The Power Panther is very flexible and uses his flexibility to help him jump high, run fast and play hard.

Apply:

What are some other ways you can be active? walk to school rather than ride in a car, play outside after school, move more at recess, ride your bike to a friends house

Are there some things you could do with your family to encourage everyone to be more active? go on family walks, play outside together, go roller skating or bowling together

What are the activities on the March bingo card?

- Slide
- Ride
- Play
- Run
- Skate
- Catch





March Lesson Plan Grades 2-3

PHYSICAL ACTIVITY

Source: American Council on Exercise and FITNESSGRAM/ACTIVITYGRAM

- Dance
- Walk
- Jump
- Stretch

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be creative with the bingo card.** For example, skate can be ice skates, roller skates, rollerblades, or a skateboard. Or encourage the students to think of other ways they can "skate."

